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ABSTRACT

A study was designed to measure changes in attitudes of 407 elementary school pupils through the use of a variety of instructional materials in the social studies. This research hypothesized that by exposing the pupils to a social studies curriculum enriched with reading materials and special activities that portrayed specific foreign countries or cultures in a favorable manner, the pupils' attitudes toward those countries or cultures would become more positive. The groups and countries studied included Puerto Rico, Norway, North American Indians, Hawaiians, Thailand, Central America, Mexico, Canada, South America, and West Indies. A black studies program was provided for all grades. Special programs, workshops and exhibits for the pupils, parents, and teachers were held during the study. Pretests and posttests using a modification of the Bogardus Social Distance Scale were administered to all pupils to determine changes in attitudes that could be attributed to the program. Test results indicated there were positive attitudinal changes in the pupils toward all countries and cultures considered during the program and there were statistically significant positive changes in racial attitudes toward a majority of the countries and cultures studied. (MKM)

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# AN INVESTIGATION OF THE EFFECTS OF READING LITERATURE ON THE RACIAL ATTITUDES OF ELEMENTARY SCHOOL CHILDREN

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THESIS

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AN INVESTIGATION OF THE EFFECTS OF READING LITERATURE ON THE RACIAL ATTITUDES OF ELEMENTARY SCHOOL CHILDREN

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University of Illinois at Urbana-Champaign, 1979

This study was designed to measure changes in racial attitudes of elementary school pupils through the reading of selected works of literature in the social studies. This research hypothesized that by exposing the pupils to a social studies curriculum enriched with reading materials and special activities which portrayed specific foreign countries in a favorable manner, the pupils attitudes toward those countries would become more positive.

The study was conducted during an entire school year with all pupils using a variety of media throughout the experiment. Books, magazines, pictures, filmstrips, film loops, cassettes, records, transparencies and slides provided the information on the countries studied. Materials for the study were purchased with a Right to Read grant. Special programs, workshops and exhibits for the pupils, parents and teachers were held during the study.

Pretests and posttests were administered to all pupils to determine changes in attitudes which could be attributed to the program. Test results indicated there were positive attitudinal changes in the pupils toward all countries considered during the program and there were statistically

significant positive changes in racial attitudes toward a majority of the countries studied.

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# CHAPTER I

## OPINIONS ON READING OF LITERATURE AND ATTITUDE CHANGES IN CHILDREN

### Reading of Literature and Attitudes

Can the reading of literature change childrens' attitudes? Generations of parents and teachers have accepted the belief that what a child reads has an important effect on his development. Books are said to satisfy certain basic needs of children and provide nurturance for young minds. This is illustrated in the books of the early seventeenth century designed for rescuing children from hellfire and the modern tales of today written to explain personal relationships in a changing society.

Books and journals abound with articles affirming that reading does, or more cautiously, may, have an effect on children and their attitudes. Writers tend to agree that the effect may be positive or negative depending on the reading and the ideas espoused.

### Attitude Defined

Before citing some of those authorities who agree reading can change attitudes, it seems appropriate to state the definition of attitude used throughout this paper. Allport examined many different definitions of attitudes and found a commonality among them: "In one way or another each regards the essential feature of attitude as a preparation or

readiness for response."[1] Allport continues and states that an attitude is a "mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."[2]

In addition to the individual's readiness to respond, Russell believes that "attitudes are learned reactions and so they may be weakened or strengthened or even unlearned...they vary in their permanency. Young children tend to change their attitudes more quickly than adults, who not only have accumulated more experience in regard to an object or situation but tend to consolidate these experiences by further perception of ...positive instances rather than weaken them by negative examples."[3]

For this paper, attitudes will be defined as a readiness to respond to a situation or individual, learned through experience, which may be changed or unlearned.

Effects of Reading

Following is a small selected sampling of the testimonies to the effects of reading.

> The right kind of reading may inculcate worthy ambitions and result is a healthy activity; the wrong kind may lead to fantastic or unwholesome conceptions of reality....In modern life it is through the printed page that many of the most important social influences are exerted.[4]

There is considerable evidence that, in the long run, the content of what one reads and the kind of thinking about the selections, messages or themes can influence one's attitudes and feelings about oneself and others. Literature has a profound effect upon the readers....Personal contact and identification with a personality in a book enables the reader to put himself in another's place. In this way social and personal sensitivity to other humans can be significantly increased.[5]

The reading of good books positively influences the way one thinks, feels and acts. For this reason, the teacher should select readings which help build self-insight, identification and indirectly aid in working on one's personal enigmas.[6]

It has become evident that reading good books can increase the social sensitivity of a child and help him to extend his experiences to gain new insights, appreciations, and understanding of himself and others.[7]

We have always believed that literature has the power to broaden and deepen human understanding. Especially we expect it to do this for our children and young people. We believe--in fact, we think we know--that reading will give our children greater insights into themselves and help them grow in appreciation of other people.[8]

There are many avenues to understanding and certainly one of them is literature. Today's literature is about today's child, his concerns, his interests. It can help him to understand himself and others as he grows to adulthood. While the child is becoming a reader he might be making strides toward becoming a better member of the society in which he lives.[9]

Both in school and out your children are being exposed to many books that convey racist and sexist attitudes. These attitudes--expressed over and over by books...gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality.[10]

The themes...were evolved from a strong conviction that books would increase the social sensitivity of young people and play a unique role in fostering better human relations.[11]

Children's literature and stories in basal reading programs can be used to develop moral awareness....Children's literature provides a rich source of examples of moral decisions for children to discuss.[12]

What can the teacher of English do to improve his students' appreciation of other races and cultures? ...There are three ways to know what it means to be a Negro: (1) Be a Negro, (2) Interact with him day-by-day, or (3) Read literature in which Negro authors expressed themselves in such a way that we can identify with them and live their experiences vicariously. The same obviously holds true for all races and cultures.[13]

I say that children are not born with hate and prejudices. In the elementary school, we still have an opportunity to help them learn to love. Perhaps a good multi-ethnic literature program could serve as one instrument for bringing this about.[14]

Prolonged contact with literature may result in increased social sensitivity. Through poems and stories and plays, the child becomes aware of the personalities of different kinds of people.... Through literature the individual may come to understand the needs and aspirations of others. ...What better way to gain an understanding of a people than to read the literature their culture has produced.[15]

Books are important influences on their readers' minds. They can either help or hinder us when we attempt to construct suitable bases for attitudes and behaviors....Perhaps labels should be printed for placing on the covers of books stating: CAUTION: THIS BOOK MAY BE DAMAGING TO YOUR MIND....The practice of both publishers and authors in the past have been so lax, at best, and so malicious, at worst, that they have warped many generations of readers.[16]

> As instruments for the transmitting of cultural values, books do have the potential to provide each new generation with sound information and to foster healthy attitudes.[17]

> Children's literature can be an effective means of transmitting values and attitudes about minorities and their relationships with white Americans.[18]

> Librarians are thoroughly imbued with the idea that books do have the power to change lives--and so to combat prejudices in the individual and in society as a whole....Sincere teachers, librarians and other leaders of youth still turn to books to help build images of respect among people of different ethnic backgrounds.[19]

> Children's books...are still thought to be important instruments in the growth and development of children. With few exceptions, it is an almost universal belief among the experts of children's literature that children's trade books can influence the attitudes and behaviors of young children.[20]

## Bibliotherapy and Reading

Many individuals believe that reading or the printed word may have a theraupetic effect on children. The values of bibliotherapy as enumerated by Edwards include "the opportunity to learn to know one's self better, to understand human behavior, to find interests outside the self and the socialization of the individual."[21]

> Bibliotherapy conveys the idea that all teachers must be aware of the effects of reading upon children and must realize that through literature, most children can be helped to solve the developmental problems of adjustment they must face.[22]

Poetry has been useful in bibliotherapy. Children with emotional disturbances have gained insights into their

problems and have found solutions when individuals have used poetry in systematic fashion for treatment. Some individuals believe that the therapeutic use of poetry, in its various phases, may encourage creativity, enhance self-expression and help to develop insight.

Zaccaria and Moses write that reading can change individuals but

> Bibliotherapy...cannot be used indiscriminately; it cannot be used by all persons, in all settings, and for all purposes....It will be adopted, adapted, and utilized effectively by some practitioners and avoided, abhorred, and criticized by others.[23]

Censorship and Reading

Persons or groups who attempt to censor childrens' reading materials have determined that reading does effect attitudes and therefore children should not be permitted to read written matter which includes ideas not in agreement with the censor's standards. Subjects once taboo in children's materials--drugs, sex, societal dissatisfaction, mixed marriages, homosexuality--are now popular topics for realistic fiction and non-fiction books for adolescents. The increase in controversial subjects has increased the number of censorship attacks on children's readings.

Children's picture books, once thought harmless to all viewers, have not been excluded from censorship. Maurice Sendak's In the Night Kitchen (1970) received national publicity when a librarian in Louisiana painted tempera diapers

over the picture of the nude boy in the illustration. Other picture books subject to censorship for various reasons have been Steig's Sylvester and the Magic Pebble (1969), Reyher's My Mother is the Most Beautiful Woman in the World (1945), Lipkind's Finders Keepers (1951), and Bannerman's Little Black Sambo (1900).

Children's fiction books which have stirred controversy include The Adventures of Huckleberry Finn by Twain (1884), The Story of Dr. Doolittle by Lofting (1920), Charlie and the Chocolate Factory by Dahl (1964), The Wizard of Oz by Baum (1900), Loretta Mason Potts by Chase (1958) and Violett by Cunningham (1966). The entire genre of science fiction books for children has been investigated and its merits debated; many would eliminate this category from childrens' readings declaring it unfit for youthful minds.

Other forms of reading materials have been subject to criticism.

> Comic books have been attacked for their use of crime, violence, and sometimes obscenity. A national group, the National Organization for Decent Literature made the comic book a prime target and used pressure tactics and attempted economic boycotts to force newsdealers to stop selling them. The major claim against the comics is they contribute to juvenile delinquency.[24]

De Grazia, using transcripts from judicial proceedings, discusses censorship and children's readings.

> Persons who argue for increased censorship of printed matter often operate on the assumption that reading about sexual matters or about

violence and brutality leads to anti-social actions, particularly to juvenile deliquency. An examination of the pertinent psychological literature has led to the following conclusions:

1. There exists no research evidence either to prove or disapprove this assumption definitely.
2. In the absence of scientific proof two lines of psychological approach to the examination of the assumption are possible: (a) a review of what is known on the causes of juvenile delinquency; and (b) review of what is known about the effect of literature on the mind of the reader.
3. In the vast research literature on the causes of juvenile delinquency there is no evidence to justify the assumption that reading about sexual matters or about violence leads to delinquent acts.
4. With regard to the impact of literature on the mind of the reader, it must be pointed out that there is a vast overlap in content between all media of mass communication. The daily press, television, radio, movies, books and comics all present their share of so-call 'bad' material....It is virtually impossible to isolate the impact of one of these media on a population exposed to all of them.[25]

De Grazia concludes that "maybe someday we will have enough reliable data to show that...books and pictures do tend to influence children"[26] but at the present time, such proof is not available.

Summary

Individuals have accepted the belief that what a child reads influences his attitudes. If a child reads wholesome high quality materials, his attitudes will be positive. If a child reads unhealthy impure materials, his attitudes will be negative. Reading may help the child experience some sound psychological growth. Censorship of children's materials has been advocated because of the belief that reading influences

a child's attitudes and behavior. Advocates of censorship in judicial proceedings have been unable to submit scientific proof that reading does influence attitudes. Censorship opponents point out that all mass media communications impact on the child and it is difficult if not impossible to isolate the effect of one.

## NOTES

### CHAPTER I

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[6]Tobe I. Dresner, "Creating a Literature Program for Primary Children," Elementary English, 52:1 (January, 1975), 61.

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[11]Jane E. Porter, "Reflections of Life Through Books," Elementary English, 50:2 (February, 1973), 189.

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[13]Donald J. Dietrich, "Teaching Cultural Appreciation Through Literature," English Journal, January, 1972, 143.

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[15]Louise M. Rosenblatt, Literature as Exploration (New York: Noble, 1976), 184.

[16]Masha K. Rudman, Children's Literature, An Issues Approach (Lexington, Mass.: Heath, 1976), 3, 6, 76.

[17]Jane Bingham, "The Pictorial Treatment of Afro-Americans in Books for Young Children," Elementary English, XLVIII:11 (November, 1971), 884.

[18]David K. Garst, "The Dawning of the Age of Aquarius for Multi-Ethnic Children's Literature," Elementary English, XLVII:5 (May, 1970), 664.

[19]Charlemae Rollins, "The Role of Books in Combatting Prejudice," Wilson Library Bulletin, 42:2 (October, 1967), 176.

[20]Dewey Chambers, Children's Literature in the Curriculum (Chicago: Rand McNally, 1971), 140.

[21]Edwards, 213.

[22]Edwards, 215.

[23]Joseph Zaccaria and Harold Moses, Facilitating Human Development Through Reading: The Use of Bibliotherapy in Teaching and Counseling (Champaign, Ill.: Stipes, 1968), 83.

[24]Richard Darling, "Censorship--An Old Story," Elementary English, 51:5 (May, 1974), 694.

[25]Edward De Grazia, Censorship Landmarks (New York: Bowker, 1969), 283.

[26]Ibid.

# CHAPTER II

## REVIEW OF RELATED RESEARCH AND LITERATURE

### Effects of Reading Still An Uncharted Wasteland

In 1958, Russell wrote that "from the research point of view...the effects of reading are an uncharted wasteland in an otherwise well-mapped territory."[1] Unfortunately, twenty years of continued research on the subject has not produced definitive answers to chart these wastelands. Some research studies have indicated reading has been responsible for changes in attitudes while others have been unable to show significant changes attributable to reading. Most investigators recommend continued research in the area and believe the potential solutions will have important implications for everyone concerned with children and reading.

### Research on Reading of Literature and Racial Attitude Change

This present study dealt with the effect that the reading of literature has had on the racial attitudes of children; therefore, research using reading of books to change these attitudes has been reviewed. Studies were selected which employ a variety of experimental designs but in most instances the treatments (reading of literature or exposure to the reading of literature followed by discussion) have been similar.

Jackson Experiment

In an early study of the reading of literature and racial attitude change, Jackson used pretests, treatments, posttests and delayed posttests to investigate the effects upon the attitudes of southern White children toward the Negro race.[2]

Two matched groups of junior high school pupils were established for the research. The experimental group read fiction stories which presented the Negro race in a sympathetic light; the control group did no reading. The reading and the testing were completed within one hour.

The results of the first posttest indicated the experimental group experienced greater positive change in attitude toward the Negro race than the control group. However, when delayed posttests were administered two weeks later, the gains were lost and the groups were equal. A repetition of the experiment in a second school revealed a small but insignificant shift in the same direction from the experimental group, but again the change in attitude was not lasting.

Jackson believes the anti-Negro feelings develop early in children and this, plus the predisposition of certain subjects to be more or less responsive to reading materials, may have influenced the outcome of her study. In discussing the short period of time used in her experiment to change attitudes, she quoted authorities who said, "Modification of

such attitudes can be accomplished only by repeated or reinforced treatment extending at least through school years and often beyond that time."[3]

Jackson addresses her findings particularly to publishers and librarians and urges them to give more representation to fiction in which the Negro is presented in a natural and sympathetic light. She believes that efforts should be made to publicize and promote such materials for reading by children and adults.

This same plea is found in publications of today, written some thirty years after Jackson completed her experiment. At the present time, it is easy to locate published materials in which the Negro is presented in natural and sympathetic situations but research is still needed to determine if these materials may be used to change attitudes.

Litcher and Johnson Investigation

"Changes in Attitudes Toward Negroes of White Elementary School Students After Use of Multiethnic Readers" was investigated by Litcher and Johnson.[4] Two experimental classrooms of thirty-four second-grade children used multiethnic basal readers which included characters from several different racial and ethnic groups. During the four months the readers were used, the teachers did not initiate or encourage pupil discussion of racial differences of the characters in the readers.

On all pretests there were no significant attitudinal differences between the experimental and the control groups. Posttests indicated the pupils using the multiethnic readers responded significantly more favorably toward Negroes than the pupils using the regular readers. The experimenters stated:

> The results of this study dramatically indicate the use of multiethnic readers in an elementary school will result in more favorable attitudes toward Negroes. While it is not possible, due to lack of material resources and the distribution of the Negro population in the United States for every White child to have direct experiences with Negroes...it is possible to increase the visibility of the Negro in the curriculum materials of the schools. Such an action should, through the reduction of prejudice, increase racial harmony.[5]

The results of this study must be generalized cautiously. The Negro population of the research city was less than one-fifth of the total population and the children in the study had no actual contact or direct experiences with Negroes. Racial attitudes derived from printed materials may not be the same as those based on experiences with the ethnic group.

Singh and Yancey Research

A study to develop and evaluate a multi-factor program to reduce negative racial attitudes among White first-grade pupils was conducted by Singh and Yancey.[6]

For a period of thirty school days, the experimental group was involved in an intensive program using multiethnic

materials in the classroom. Approximately forty-five minutes each day, with an extra fifteen minutes at the end of each week for art activities, was used for the treatment. Negro biographies, multiracial books, filmstrips, movies, art and language activities, always followed by discussions, were used to reduce prejudice. Realistic fiction stories which clearly depicted both in illustration and test, positive multiracial situations and/or Blacks portrayed in a positive manner without negative stereotypes were read and discussed.

The primary difference between the experiences of the control and the experimental groups during the treatment period was that the experimental group was exposed to a more intensive and extensive program designed to change attitudes.

Pretests and posttests were administered and the data, according to the researchers, clearly indicated a reduction of negative racial attitudes.

> The results substantianted the thesis that negative attitudes toward Blacks in White first grade children used in this study could be reduced significantly through the use of children's ethnic literature and a planned program of classroom activities and experiences which depicted Blacks...in a positive manner.[7]

Melancon Field Study

Can elementary pupils' attitudes toward themselves be changed through the use of multiethnic curriculum materials was one of the questions Melancon sought to answer in his field study.[8]

Using fourth- and fifth-grade pupils as subjects, special materials, which focused on the cultures of Black, Irish and French Americans, were presented to three experimental classes for twelve weeks. The racial composition of the classes approximated the racial composition of the school: 30 percent Black and 70 percent White. Three teachers (2 White, 1 Black) developed units for each culture and each assumed responsibility for teaching one unit, rotating classrooms at four-week intervals. Bulletin boards and displays, readings and stories, map and creative art activities were included in the instructional materials for the units.

Based on pretests and posttests administered to the subjects, the findings showed no statistically significant change in self-concepts. The researcher concluded that ethnically oriented materials alone are not sufficient to change attitudes on a mass scale.

Melacon, in evaluating the results of his experiment, believed the outcomes were influenced by many factors: "The pretest scores were probably inflated and not truly representative of the honest feelings of the students...(and) a twelve-week period to conduct a change in probably too long to assess growth effectively. A shorter, more intense program of about six weeks could possibly produce a greater affective change in students."[9]

Kleg Investigation

Kleg sought to determine the effect of cognitive knowledge on the ethnic attitudes among thirty-six inner-city, White high-school juniors.[10]

The treatment consisted of an anthropology unit on race, social class, caste and prejudice using special classroom activities and programmed instruction. The unit, prepared under the direction of university personnel, was taught by the regular classroom teacher who was responsible for both the control and the experimental groups. The control group received its usual instruction in history and the experimental group received the anthropology unit.

Pretests, posttests and delayed posttests (one month) were administered to determine cognitive knowledge gained and changes in racial attitudes. The findings indicated statistically significant cognitive and attitudinal changes immediately after treatment but delayed posttesting indicated no change in either area.

Kleg's study reported that cognitive knowledge influences ethnic attitudes, but as the new knowledge is forgotten, attitudes revert to their original positions. Kleg suggests that knowledge and attitude are in constant interaction and that delayed posttesting should be seriously considered in future research on this topic.

This study indicated the importance of delayed posttesting and questioned the validity of designs which use simple

pretest and posttest methods only. It also indicated that cognitive knowledge and attitudes, especially as they apply to ethnic relations, might be examined as a single entity in future research, and not as two totally separate domains.

Sims Study

Another study to determine the effect of reading of literature on attitudes was conducted by Sims.[11] In her experiment, Sims hypothesized that negative racial attitudes would improve if White children received information about Black men and women who had contributed to the growth and development of America. The information on the Black men and women was presented through an integration of biographical media into the social studies curriculum.

Four teachers employed a curriculum unit, "Black Inventors Make Living Easier," which stressed the contributions of four Black persons to American society. The contributions were those which children could readily relate to, i.e., sugar, shoes, peanuts and the stop light. The materials were in slide, book, filmstrip and study print form.

With forty-nine randomly selected second-grade male and female White pupils as subjects, pretests and posttests were administered to determine attitudinal changes which may have resulted from the treatment.

Some modification of racial attitude appeared to have occurred from the treatments but the results were not

statistically significant. Sims concluded that the simple presentation and integration of biographical literature into the social studies curriculum may not necessarily decrease negative racial attitudes.

The researcher stated that presenting the contributions of only four Black persons may not have been sufficient to change attitudes; increasing the number of persons studied and thereby increasing the length of the program may have had a more positive effect. Sims said that perhaps the contributions chosen for study were not seen as significant by the subjects.

Kimmel Experiment

Research conducted by Kimmel sought to determine if "reading alone, with adult-led discussion or other intervention can change children's attitudes toward specific objects."[12]

Kimmel exposed twenty-two fifth-grade pupils to books, pictures and cassette tapes from and about France, Israel, Russia and Spain in an attempt to improve the attitudes of the subjects toward these countries.

A pretest determined the attitudes of the children toward four countries in relation to three others.

> Out of these seven it appeared that England, France and Holland were regarded as favorable, Russia and Israel as unfavorable, and Spain and Japan as neutral. It was hypothesized that if reading books about certain countries can improve attitudes toward them, the children ought to feel slightly more positively about France and Spain, and a great deal more positively about Russia and Israel at the end of the experiment.

> Books, pictures, cassette recordings of stories in the original languages, folk tales in English and translated picture books from and about Israel, Russia, France and Spain were displayed on a table in the childrens' classroom. Materials from England, Japan and Holland were not represented. The children were given unlimited access to the materials for a period of three months. Records were kept of the books read by each child. Precautions were also taken to insure that none of the four countries was being studied as part of year's curriculum, and the classroom teacher was advised not to discuss or recommend any of the books. She was also asked to avoid making any comment about any of the seven countries during the duration of the experiment. These steps were taken to eliminate overt teacher influence on the children's attitudes.
>
> After three months the original test was administered again and the results compared with the pretest. Although some minor changes appeared that might imply some individual changes in attitude toward the different countries, no significant difference in attitude appeared that could be clearly attributed to the books and related materials.[13]

The purpose of Kimmel's experiment was to gain some insight into "how effectively books alone promote attitude change."[14] He stated the children in the study appeared to enjoy reading the books but their basic attitudes toward the countries did not become more positive.

> Although not one child in the group had ever had any direct experience with any of the countries involved in the experiment, it seems that the children had acquired definite positive and negative attitudes toward some of the countries long before the experiment began.[15]

This view supports the belief Jackson established in her 1944 study, that children develop attitudes early in life

and exposure to books for short periods of time is not sufficient cause for change.

Hayes Exploratory Study

Hayes investigated the impact of reading in the modification of certain attitudes of selected White high-school students, male and female, toward Negroes.[16]

Selected fiction, nonfiction and photographic essay books were read and discussed by the fifty-four students in their English classes in this study. Daily quizzes were given to determine comprehension of the materials read. Classroom discussions and communication among and between students to augment attitudes and behaviors were held with the classroom teacher acting primarily as observer. Six hours and forty-minutes were devoted to the study each week for the nine-week investigation period.

Since the study was an exploratory one, the researcher does not generalize the findings to a larger sample; however, based on data from pretests and posttests, the treatment was responsible for changing the attitudes of the subjects in a direction favorable to Negroes. Boys in the study seemed to have experienced greater attitudinal changes than girls and even though the girls showed some gains, the changes were not statistically significant. Eight months after the completion of the study, the researcher discovered some evidence of attitudinal regression in the subjects.

Hayes cites the limited number of students participating in the study, their academic background, the reading materials used, the questionable reliability and validity of the testing instruments, and external pressures from parents and the mass media among the possible limitations of the investigation.

Lancaster Experiment

Lancaster investigated the effects of reading books with Black characters on the racial prejudice of children in an all-White suburban elementary school.[17]

Fifty-six children's books with Black characters, rated by librarians and teachers on literary quality and the ability to foster good race relations, were read by the 125 fifth grade pupils during the investigation. All reading by the pupils was voluntary and was not associated with regular classroom assignments.

Based on posttest data, the subjects were divided into two groups. The first group displayed no racial preferences or bias toward Blacks and the second group included those pupils whose scores indicated a prejudice against Blacks.

In her work, Lancaster found that the effects of books on racial prejudice is not a simple one-to-one relationship. In the first group with no racial preference, the researcher concluded that the greater the number of books read, the less often race was used as a decision-making criteria. For the

second group of students prejudiced against Blacks, the greater the number of books read, the higher was the prejudice score.

Lancaster's findings generally supported the idea that books were effective in influencing attitudes and behaviors and indicated the effect is cumulative. The findings implied sufficient knowledge had not been acquired to make reliable predictions of the effects of particular books on individuals. In conclusion, Lancaster declared that books should not be relied upon to provide the exclusive thrust of a program to alleviate prejudice, especially in communities where extreme prejudice is the norm.

Brisbin and the Galvanic Skin Response

The Galvanic Skin Response to measure the effects of reading literature on the attitudes of fifth grade White pupils toward Blacks was investigated by Brisbin.[18]

The subjects were randomly assigned to experimental and control groups of twelve pupils each. The experimental group treatment consisted of reading and discussing books with positive representations of Blacks while the control group read and discussed literature with neutral content with respect to Blacks or ethnic prejudice. Following the treatment, paried comparison rankings were obtained and positive and negative statements about Blacks were read to the subjects to elicit and record Galvanic Skin Responses.

When ethnic groups were ranked, there was a significant difference between the experimental and control subjects with the experimental group ranking Blacks in a more preferred position; however, no differences were detected on the Galvanic Skin Response test when positive and negative statements about Blacks were read to both groups.

The researcher concluded that the treatment was considered enough to bring about a "verbalized change" but was not sufficient to cause "emotional re-orientation" that could be detected by Galvanic Skin Response techniques. The researcher added that the power of literature to shape attitudes seems to be over-estimated and that true attitudinal change will require more extensive programs, possibly containing selected literature as one component.

Tauran Study

The positive and negative influences of reading on the attitudes of eight classes of third grade pupils toward Eskimos was studied by Tauran.[19]

To help control the influence of the pretest on the attitudes of the pupils participating in the study, a scale was administered only to certain selected groups as a pretest but was administered to all groups as a posttest. An eight-group Solomon experimental design (so named because R. L. Solomon was the first to consider possible introduction of bias by pretesting the subjects in the experiment) was employed to help control

the threat of pretesting to external validity. The researcher noted that in attitude change studies especially, where the attitude tests themselves may introduce an undesirable influence, the subject's attitude may be changed solely by the pretest.

Favorable and unfavorable stories and articles about Eskimos were prepared and used with the treatment group. Results indicated that the racial ideas of third-grade children can be influenced in a positive or negative direction depending upon the material presented. The attitudinal direction and intensity, according to the researcher, will be determined by the type of experiences the child is permitted to have.

Tauran concludes from his investigation, it is possible to strengthen an initial positive attitude in children in such a way that the children will be able to resist unfavorable information. He recommends that all possible means be taken to strengthen those attitudes which are most desirable for the welfare of the individual and society.

Frankel Research

The Adventures of Huckleberry Finn by Mark Twain has been the object of censorship for many years and has been declared a racist book and unfit for children to read. The effects of reading this book on the racial attitudes of fifty-two selected ninth-grade boys were researched by Frankel.[20]

Pretests and posttests were administered to the experimental and control groups which were similar in racial backgrounds (Black and White) and closely matched on IQ and reading ability. The experimental group read Huckleberry Finn in five daily reading assignments, participated in classroom discussions and received study guidance from the classroom teacher, who was also the researcher. The control group read the book at home and had no direct teaching guidance or classroom interactions about the book.

The researcher reported that the study of the book significantly changed the attitudes of the subjects toward Blacks and also changed the self-images of Black students in a more positive way. Students who studied the book in class showed significantly greater positive changes than those who read the book outside class, but all students' attitudes were changed in positive directions by reading the book. In addition, reading the book reduced hostile feelings and increased favorable attitudes toward members of another race by all subjects. Study of the book also strengthened the subjects' feelings of worth as members of a racial group.

On the basis of his work and the opinions of students interviewed, Frankel recommends Huckleberry Finn be included in reading lists and not be censored in any way. He suggests further research in the area of reading and attitudinal changes from reading using larger samples, female subjects, books with

major female characters and follow-up studies to determine the duration of the attitude changes.

Fisher Research

The influence of reading and discussion on attitudes of fifth grade Black and White pupils toward American Indians was researched by Fisher.[21]

Three groups were established for the three-week study period: a reading only group, a reading plus discussion group, and a control group. The reading only group read six stories favorable to American Indians; the reading plus discussion group read and discussed the same six stories and the control group was not exposed to the stories.

The findings of the study indicated that the reading plus discussion group experienced the greatest change in attitudes toward the American Indians and the reading only group experienced greater changes in attitudes toward the Indian than the control group. There was a significant positive correlation between attitude change and information gained in the group that read and discussed the stories which was not found in the other groups. The researcher found no significant relationship between sex, IQ or reading achievement and change of attitude. In silent reading situations, the evidence suggested that the attitude changes of girls were greater than boys, but in the reading-discussion situations the attitude changes of boys were greater than girls.

Racial Attitude Changes From Hearing Stories Read or Told

In the next group of research studies reported, no actual reading of literature was done by the pupils. The research was completed with preschool children and investigated attitude changes resulting from hearing stories read or told to the subjects. Walker, McAdoo, and Yawkey and Blackwell investigated attitude changes toward Blacks or attitude changes of Blacks toward themselves in kindergarten or nursery school settings.

Walker's Study

In Walker's study, "The Effects of Hearing Selected Children's Stories That Portray Blacks in a Favorable Manner on the Racial Attitudes of Groups of Black and White Kindergarten Children," the stories were read to the subjects for a six-week period.[22]

Thirty-five stories were selected and read to the experimental groups during the study. Pretests and posttests were administered and the results indicated Black kindergarten subjects displayed a positive orientation toward the White ethnic group and a negative orientation toward their own Black group. White kindergarten children had strong positive responses toward their own White group and negative responses toward Blacks.

Walker concluded that hearing stories that portray Blacks in a favorable manner is not by itself sufficient to

modify racial attitudes of Black and White kindergarten children.

The original dissertation was not available and details of the experiment are lacking in the abstract, but Walker's results could have been influenced by many factors: the race of the persons reading the stories, the stories themselves, the circumstances under which the pretests and posttests were administered, the length of the study, other activities in the classroom which may have negated the positive effects of the stories. All of these must be considered in interpretation of the results.

McAdoo Research

A study to examine the effects of positive and negative reinforcement and a Black consciousness curriculum on the racial attitudes of Black preschool children was conducted by McAdoo.[23]

Sixty-five lower socio-economic Black children participated in the six-week program of listening to stories read and told by Black undergraduate pupils. An attempt was made to balance the possible influence of race, sex, and experimenter bias of the testers, when two male and two female Black graduate students were engaged to administer the tests.

The findings, based on pretests and posttests, indicated that racial attitudes can be changed in both positive and negative directions depending upon the treatment. The

results supported earlier studies which indicated negative reinforcement caused greater change than either positive reinforcement or the Black consciousness curriculum materials.

These results must be interpreted and generalized with care since the subjects were from lower socio-economic families and were attending integrated nursery schools in large northern cities.

Yawkey and Blackwell Investigation

The major concern of the study by Yawkey and Blackwell was to determine if young Black childrens' attitudes toward themselves and Whites could be changed.[24] Using multiethnic social studies materials and discussions, field trips and the traditional preschool curriculum of seasonal and holiday experiences, the experimenters sought to modify attitudes.

In the experiment, three groups were established. Group 1 read and discussed multiethnic social studies materials; group 2 read and discussed the same materials and took field trips as follow-up experiences; group 3 participated in the traditional activities associated with a nursery school curriculum of seasons and holidays.

Pretests and posttests were administered to all groups. The results of the study indicated that the use of multiethnic social studies materials with discussion (group 1) and the use of the materials and field trips (group 2) did make significant differences in the attitudes of Black children toward themselves

and Whites, when compared to the attitudes of the pupils in the traditional curriculum (group 3). There were no significant differences in the attitudes between group 1 and group 2; that is, the field trip experiences used to augment the social studies materials had no significant effect on the outcome of the experiment.

The researchers suggested investigating other types of experiences in the school environments which might be utilized in early childhood programs to assist in eliminating racial misunderstanding. Since other studies have indicated racial attitudes may be established in early childhood, such research seems desirable.

Comments on Research Studies

The ending of this chapter is similar to the beginning: when reading of literature is employed to change racial attitudes, the results are not conclusive and subject to a variety of interpretations and qualifications.

Russell's conclusion that reading by itself has little effect on a person's deeper feelings must be considered when examining the research. "Just as we reject statements that comics or mystery stories are a sole cause of delinquency or crime, so we must reject the hypothesis that a book or a story operates singly to produce favorable effects."[25] This does not mean that reading has little or no impact on children; according to Russell it means that the complete evidence does

not exist and we have been unable "to disentangle the influences of reading from the consequences of other activities and perhaps we never shall."[26]

In a more recent review of research studies of the effect of reading upon childrens' attitudes, Schneyer summarizes some of the problems inherent in the research.[27] Discussion following the reading of a selection to help students clarify misconceptions may be a critical factor in changing attitudes, he states, but teachers must exercise care to keep their personal feelings from influencing students. Schneyer suggests research approaches using non-directive interviews to allow for introspection to eliminate teacher influence.

> Still another variable that may be crucial in such investigations is that of the reader's personality predispositions that may effect the subject's susceptability to persuasion. Subjects with compulsive, rigid personalities unable to tolerate ambiguities, who seek stereotyped authoritarian solutions to problems may be unable to shift from previously developed attitudes.[28]

The factors which influence any long-term effect of reading literary selections should be studied further according to Schneyer. Some research has produced significant change when the subjects are tested immediately following treatment but the gains are lost when delayed posttests are administered. "One important element which needs further exploration is the influence of the home, community, and peer group in reinforcing or opposing the original attitude."[29]

Schneyer concludes with the request that other disciplines such as social psychology be involved in the reading research, stating that the knowledge is "sorely needed to extend our understanding of the impact of reading upon children."[30]

Internal validity is an important concern with all research and must certainly be considered when reading of literature and attitude change is investigated. Campbell and Stanley declare that internal validity is "the basic minimum without which any experiment is uninterpretable."[31] The threats to internal validity, that is, those variables which "if not controlled in the experimental design, might produce effects confounded with the effects of the experimental stimulus,"[32] cannot be overlooked. History, maturation, testing, instrumentation, biases resulting in differential selection of respondents for the comparison groups and experimental mortality could play important roles in the outcomes of the studies.

Campbell and Stanley discuss the interaction of testing and treatment as a threat to external validity which is especially important in attitude change research. "Where the attitude tests themselves introduce considerable amounts of unusual content...it is quite likely that the person's attitudes and his susceptibility to persuasion are changed by a pretest."[33] The majority of the racial studies reviewed

in this paper used pretests in their experimental designs and the knowledge that pretests could exert an important influence on research results must be considered in the interpretations of the studies.

Summary

The problems inherent in the research designs, the conflicting outcomes, the lack of statistically significant results in all studies must not be interpreted to mean that reading of literature has no effect on attitudes. Reading is so complex and so closely interwoven with the total individual--the personality, the experiences, the values, the psychological and sociological backgrounds--that the effect of reading is difficult to separate and even more difficult to assess. There is still need for experimentation to prove that relationships between reading of literature and racial attitudes do, in fact, exist.

NOTES

CHAPTER II

[1]David H. Russell, "Some Research on the Impact of Reading," English Journal, XLVII:7 (October, 1958), 398.

[2]Evalene Jackson, "Effects of Reading Upon Attitudes Toward the Negro Race," Library Quarterly, XIV:1 (January, 1944), 47-54.

[3]Ibid., 51.

[4]John H. Litcher and David W. Johnson, "Changes in Attitudes Toward Negroes of White Elementary School Students After Use of Multi-Ethnic Readers," Journal of Educational Psychology, 60:2 (April, 1969), 151.

[5]Ibid.

[6]Jane M. Singh and Anna V. Yancey, "Racial Attitudes in White First Grade Children," Journal of Educational Research, 67:8 (April, 1974), 372.

[7]Ibid.

[8]Donald Melancon, "The Evaluation of the Impact of Multi-Ethnic Curriculum Materials Upon Elementary Students," (unpublished Ph.D. dissertation, University of Illinois at Urbana-Champaign, 1976).

[9]Ibid., 84.

[10]Milton Kleg, "Attitudinal Changes in White Students After Instruction in Ethnic Relations Unit," (paper presented at the Annual Meeting of the American Educational Research Association, New York City, February 6, 1971).

[11]Doris J. Sims, "The Educational Implications for the Integration of Biographical Literature into the Curriculum of the Elementary School Child," (unpublished Ph.D. dissertation, Claremont Graduate School, 1978).

[12]Eric Kimmel, "Children's Reading and Attitude Change," (unpublished Ph.D. dissertation, University of Illinois at Urbana-Champaign, 1973), 1.

[13]Ibid., 1, 2.

[14]Ibid., 65.

[15]Ibid., 66.

[16]Marie T. Hayes, "An Investigation of the Impact of Reading on Attitudes of Racial Prejudice," (unpublished Ph.D. dissertation, Boston University School of Education, 1969).

[17]Joyce W. Lancaster, "An Investigation of the Effects of Books with Black Characters on the Racial Preferences of White Children," (unpublished Ph.D. dissertation, Boston University School of Education, 1971).

[18]Donald Briskin and Kenneth Hoskisson, "Moral Development Through Children's Literature," The Elementary School Journal, 75:3 (December, 1974), 153-157.

[19]Rouland H. Tauran, "The Influences of Reading on the Attitudes of Third Graders Toward Eskimos," (unpublished Ph.D. dissertation, University of Maryland, 1967).

[20]Herbert L. Frankel, "The Effects of Reading 'The Adventures of Huckleberry Finn' on the Racial Attitudes of Selected Ninth Grade Boys," (unpublished Ph.D. dissertation, Temple University, 1972).

[21]Frank L. Fisher, "The Influences of Reading and Discussion on Attitudes of Fifth Graders Toward American Indians," (unpublished Ph.D. dissertation, University of California, Berkeley, 1965).

[22]Patricia A. Walker, "The Effects of Hearing Selected Children's Stories That Portray Blacks in a Favorable Manner on the Racial Attitudes of Groups of Black and White Kindergarten Children," (unpublished Ph.D. dissertation, University of Kentucky, 1971).

[23]John L. McAdoo, "An Exploratory Study of Racial Attitude Change in Black Preschool Children Using Differential Treatments," (unpublished Ph.D. dissertation, University of Michigan, 1971).

[24]Thomas D. Yawkey and Jacqueline Blackwell, "Attitudes of 4-Year Old Urban Black Children Toward Themselves and White Based Upon Multi-Ethnic Social Studies Materials and Experiences," Journal of Educational Research, 67:8 (April, 1971), 373-376.

[25]David H. Russell, "Some Research on the Impact of Reading," English Journal, XLVII:7 (October, 1958), 41D.

[26]Ibid.

[27]Wesley J. Schneyer, "Effects of Reading on Children's Attitudes," Reading Teacher, 23:1 (October, 1969), 49-51, 57.

[28]Ibid., 57.

[29]Ibid.

[30]Ibid.

[31]Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research, (Chicago: Rand McNally, 1963), 5.

[32]Ibid.

[33]Ibid.

# CHAPTER III

## DESCRIPTION OF THE STUDY

This experimental study investigated the racial attitudes of children toward certain foreign countries and cultures. The children were in grades one through five, Ball Elementary School, Chatham, Illinois. The study sought to determine if extensive reading of literature about the selected countries could improve the attitudes of the children toward those countries. The countries selected were those studied in the social studies curriculum adopted for use in the school district plus a Black studies program written for the experiment. The curriculum was enhanced with a wide variety of materials and media center activities to change pupil attitudes in positive directions for the countries studied. Funding for the materials used in the experiment was secured through a Right to Read grant. This study involved many pupils, parents and teachers in one specific elementary school for an entire school year. The application of generalizations to a larger population based on results of this experiment should be done cautiously.

### Background Information Concerning Ball Elementary School

Ball Elementary School, together with Chatham Elementary School Glenwood Junior and Senior High Schools for Community Unit School District #5. Ball School is located in Ball Township, five miles east of the village of Chatham and served

407 children in grades kindergarten through fifth when the experiment was conducted. The school is located in an agricultural area, two miles south of Lake Springfield and one mile east of highway I-55. During the study, Ball School had a faculty of sixteen classroom teachers, five part-time teachers for art, physical education, vocal and instrumental music and speech therapy, one librarian, one library aide and one special education teacher for an educable mentally handicapped class. All children were bussed to and from school and came from caucausian homes where annual incomes ranged from #3,600 to over $100,000. Occupations of parents included unskilled workers, skilled craftsmen, farmers, clerical workers, state employees, professional workers such as medical doctors, lawyers and college professors. Lincoln Land Community College and Sangamon State University are located within the Ball attendance area.

The school building originally housed high-school students and was changed to an elementary unit in 1967. A ten classroom addition was completed in 1970 with a media center as a central focal point of the addition. The media center was a large open area surrounded by classrooms, defined by bookcases and three steps lower than the classrooms.

Media Center Operation

The media center was designed to be an extension of the individual classrooms and children came to the center freely.

The center was large enough to accomodate several classes at the same time and individual students were encouraged to use the media center at any time. Every class was scheduled into the center for one hour each week when pupils used the supplementary and programmed reading materials under the supervision of the classroom teacher. Each class was also scheduled into the center for a thirty-minute library period each week when the library staff told stories and taught library skills. Open during school hours, children were encouraged to come to the center on a non-scheduled basis to check out or return library books, use media materials, browse, study or read and relax.

Right to Read

"Imagine, if you can, what your life would be like if you could not read."[1] With these words by the late Dr. James E. Allen, U. S. Commissioner of Education, began a noteworthy speech to the National Association of State Boards of Education on September 23, 1969, at Anaheim, California. The speech entitled "The Right to Read--Target for the 70's" proposed the achievement of universal literacy for the United States by the end of the 1970's.

> Anyone who fails to acquire the ability to read has been denied a right--a right as fundamental as the right to life, liberty and the pursuit of happiness--the right to read...It is inexcusable that in this day when man has achieved such giant steps in the development of his potential, when many of his accomplishments approach the miraculous, there still should be those who do not learn to read.[2]

To help achieve this goal of national literacy, the federal government allocated $200 million for a special program to improve reading instruction in support of the nationwide "right to read" effort proposed by Commissioner Allen in his speech.

With monies from the federal government, the Illinois Office of Education established Right to Read in Illinois. School districts were encouraged to prepare and submit exemplary programs designed to improve reading at the local levels and awards of $5,000 each were allocated to support the winning proposals. Funds were to be expended solely for media for the programs and the lists of materials to be purchased were included as part of the proposals.

Right to Read Funding

The Illinois Office of Education awarded Ball Elementary School a Right to Read grant. The Ball program was designed to improve reading skills, enrich the social studies curriculum and change racial attitudes through the reading of selected works of literature. The award of $5,000 for the Right to Read program made possible the acquisition of a wide variety of materials to support and enhance the social studies curriculum for the experiment. Added to the media center collection, accessible to pupils and faculty, were over 700 books dealing with social studies topics. Also purchased were filmstrips, pictures, reading kits, cassette

and disc recordings, 2 x 2 slides, transparencies, film loops, posters, pamphlets and magazines on some aspect of social studies and the Right to Read program. The funding gave greater depth to the media center collection and helped to provide a wide range of materials to motivate the desire to read. Media covering subjects of all reading levels was acquired to capture student interest.

Right to Read Proposal

Members of the faculty at Ball Elementary School were aware that children in Ball School were isolated from other ethnic groups and saw in the Right to Read program a means to provide much-needed information. The images the pupils had of different cultures came in a very large part from the information presented at school since the children had few opportunities for personal experiences or contacts with other ethnic groups. Members of the faculty believed the school should provide accurate, sensitive appraisals of other people to make the children aware of and appreciate the interrelationships of all persons. Ball School faculty hoped to encourage in pupils a more positive attitude toward certain countries and cultures through a Right to Read program coordinated with the social studies curriculum.

By combining social studies and enriched media center activities of the Right to Read program, the pupil was to benefit in the following ways: (1) Develop a more positive

attitude toward certain countries and cultures; (2) Develop an improved attitude toward himself; (3) Develop an improved attitude toward reading and the use of the media center and instructional materials; and (4) Improve in individual reading ability.

Countries Included in the Study

The social studies curriculum was designed to examine different countries and cultures at each grade level. The first grade program included a study of Puerto Rico; second grade, Norway; third grade, Thailand, North American Indians and Hawaii; fourth grade, Illinois; fifth grade, Canada, Mexico, Central America, South America and the West Indies. The countries represented in the curriculum were studied in four main areas during the program: the land and its resources, the life of the people, the work of the people and the arts of the people. Through a study of the various aspects of these areas, the children were to gain an appreciation and awareness of other cultures and develop a more positive attitude toward them.

In addition to discovering facts about the main areas of study, the pupils were to gain the realization that other cultural patterns do exist. They were to realize that there is a common humanity among all people which transcends cultural differences.

Black Studies Proposal

Faculty members of Ball School were aware of the students' needs for greater knowledge and understanding of the Black culture since the school population did not include any Blacks. This knowledge was needed by all students but was not included as a part of the social studies curriculum. Therefore, an individualized, supplementary weekly reading program was proposed to present the Black culture to all children in the school. In addition, special monthly media center programs were presented. This material was designed to improve reading skills, cover important aspects of the Black heritage (history, pride, poetry and people), and develop positive attitudes toward Blacks.

Judith Everson, Assistant Professor of Literature and member of the faculty of the Interracial Institute, Sangamon State University, Springfield, presented a Black studies workshop for all Ball teachers and administrators prior to the beginning of the experiment. The workshop covered important aspects of the Black culture and provided insights into the teaching of the Black experience in an all-White school. Supplementary reading materials for teachers, prepared by the Interracial Institute were given to the participants.

Description of the Program

The Right to Read program proposed to enhance the social studies curriculum with a wide variety of materials and media

center activities to change student attitudes through the reading of literature, in positive directions for those ethnic groups studied.

The program was designed to allow each grade level to pursue its own social studies objectives but to come together as one entire school unit on four special occasions to help demonstrate the universality of all peoples. Those special days were: United Nations Day, Christmas, Mardi Gras Day and May Day.

United Nations Day

The activities for United Nations Day (October 24) were designed to help pupils understand the purpose and organization of the United Nations. Prior to October 24, pupils visited the media center, read books, viewed filmstrips and movies, and listened to records on the work of the United Nations. They conducted research and constructed U. N. flags, together with flags for the country or countries studied at the particular grade levels. Pictures of the U. N. were exhibited in the media center and slides of the U. N. buildings were shown to the students by parents who had visited the area.

Parents were invited to attend a special evening program presented by the children, on October 24 at the school to officially begin the Right to Read experiment. In the school gymnasium, decorated with flags representing the U. N.

countries, the Right to Read activities for the coming year were discussed. In stories, pictures, songs and dances each grade level described the events planned for the experiment. A large U. N. flag, secured from the National Guard unit by a parent volunteer was the focal point of the staging area. A local television news commentator (father of children attending the school) solemnly read the U. N. Charter followed by second grade children explaining the purposes of the organization.

The audience for the program far exceeded the capacity of the gymnasium and fire regulations prohibited the scheduling of the remaining three special days in the same manner. Plans were modified and activities were designed for grade level presentations, rather than for the entire school.

Christmas

The activities for Christmas were to help the children understand that celebrations held in most countries around December 25 do not necessarily commemorate the birth of Christ. Children researched the festivities and customs of countries studied at their grade levels and learned to express greetings of those countries--written and oral--by listening to records and reading books in the media center. Holiday customs, special decorations, songs and foods were shared in the media center.

One outstanding program was presented to second grade classes on Scandinavian Christmas customs by a mother of children attending the school who was born in Norway. The second graders were treated to Norwegian customs, cookies, songs and toys by the mother dressed in a colorful native costume.

Highlighting the Christmas activities for the fifth grade students was a pinata party. During the study of Mexico each child in the class constructed a personal pinata for the holidays which was taken home to be shared by the family of the child. A larger pinata was prepared for the class and the children delighted in being blindfolded and given the opportunity to break the pinata and recover the candy hidden inside as Mexican children do. The breaking of the pinata was held in the gymnasium and other classes were invited to witness the event and share the candy. Parents prepared Mexican foods for a Christmas luncheon and carols were sung in Spanish by fifth graders during the festivities. All of the fifth grade teachers and many of the fifth grade children wore colorful Mexican costumes for the party, adding to the authenticity of the holiday.

Mardi Gras Day

Activities for the Mardi Gras celebration (February 26) were planned to help the children understand some countries hold special celebrations before the beginning of Lent and

the Easter season. The children learned, through research in the media center, that historically, the festivities were to mark the end of winter and the beginning of the spring season.

Based on study in the media center, the children determined the spring rites for their particular countries. Exhibits were prepared to demonstrate the activities of the celebrations.

Games from the countries were studied by the children and on Mardi Gras Day, all classes gathered in the gymnasium to explain and demonstrate the native games. The physical education teacher was instrumental in securing special equipment needed for some of the games and the art teacher helped the pupils prepare large colorful maps or scenes from the countries which were used as backgrounds for the games.

May Day

The Right to Read experiment ended with a special May Day celebration of parades and folk dances on May 1. The research conducted in the media center and the activities performed by the pupils were to help them understand the significance of May Day throughout the world. The children were to become familiar with the costumes and music of their countries and the final exhibits and demonstrations provided an opportunity for the children and teachers to review and summarize the work done during the year.

Based on media center research, some of the children, assisted by their parents and the art teacher, made simple

native costumes and wore them in the May Day parades. The costumes were exhibited in the Media center after the parades.

Pupils listened to records and read about folk dances of their countries and with the help of the music and physical education teachers, learned songs and folk dances of their study countries. Musical instruments were borrowed or were made by the pupils to accompany the dancers.

Black Studies Program

Since the existing social studies curriculum did not present the Black heritage at any grade level, a special program was developed to help pupils acquire an understanding and appreciation of this culture. Reading materials included in the Black Studies Program were designed to make the childrens' attitudes more positive toward Blacks.

All pupils came to the media center on a weekly basis, under the supervision of the classroom teachers, to read, study and discuss selections from the individualized reading program, We Are Black. Displays commemorating special days in Black history were prepared for the media center by the students. The children were introduced to literature written by Black authors and became aware of the art, music and dance of Africa through films, filmstrips and pictures.

Judith Everson, initial consultant for the Black Studies Program, was especially helpful and met with the

teachers frequently to answer questions and make suggestions for presentations of the Black culture. The teachers became aware of their own feelings during the study and were anxious to present information correctly and completely to their pupils.

An outstanding speaker on Africa during Black History Week was Gus Stevens, a native of Sierra Leone, Professor of History, Sangamon State University, who spoke on tribal customs, discussed and exhibited his large personal collection of masks, statues and historical artifacts from Africa. Dr. Steven's father is a tribal leader.

Monthly programs of music, poetry and drama by Black composers, writers and performers were held in the media center for the children. Special films on Africa and the history of Black people in the United States were shown followed by discussions led by classroom teachers. Children were introduced to books which included Blacks as contributing members to their communities during the library periods.

Summary

This study was to determine if extensive reading of literature and media center activities dealing with certain countries and cultures could improve the attitudes of pupils in Ball Elementary School toward those countries. Children in grades one through five, parents and teachers participated in the study which included reading of literature, media center

activities, special programs, exhibits and guest speakers. The study began in September, 1973 when pretests were administered to the pupils and concluded with posttests in May, 1974.

## NOTES

## CHAPTER III

[1]James E. Allen, "The Right to Read--Target for the 70's (speech presented at the National Association of State Boards of Education, Anaheim, California, September 23, 1969), 1.

[2]Ibid.

# CHAPTER IV

## STATISTICAL ANALYSIS OF THE RESULTS OF THE STUDY

This research study hypothesized that by exposing the pupils to a social studies curriculum enriched with the reading of literature and special activities which portrayed certain foreign countries and cultures in a favorable light, the pupils' racial attitudes toward those countries would become more positive. The pupils were tested at the beginning and at the completion of the study to determine changes in racial attitudes which may have resulted from the literary experiences provided in the program.

### Instrumentation

A modification of the Bogardus Social Distance Scale was administered to the students to determine attitude changes. This instrument was administered in September before the program began and again in May at the completion of the study. The tests were administered by the two members of the media center staff.

Campbell, evaluated the Bogardus Social Distance Scale in Buros:

> The Bogardus Social Distance Scale is probably the most used single test of social attitudes, with a popularity that shows no sign of waning after 27 years. It is also one of the oldest tests....The test has also been used to measure social distance toward professions, religious groups, conscientious objectors, etc. It is probably the most frequent illustration of attitude measurement cited in social psychology texts....Among social attitude

> tests, the Social Distance Scale is so good, and so naturally suited to its purpose, that if Bogardus had not invented it, some one else would have. Such a situation is rare indeed in the social sciences.
>
> The test itself is simple. While the various users have modified the instructions, and occasionally the items, the general format has usually been kept. In its original version it went like this: "According to my first feeling reactions, I would willingly admit members of each race...to one or more of the classifications under which I have placed a cross: (1) To close kinship by marriage. (2) To my club as personal chums. (3) To my street as neighbors. (4) To employment in my occupation in my country. (5) To citizenship in my country. (6) As visitors only to my country. (7) Would exclude from my country." Under the 7 points as column headings were spaces to rate a large number of ethnic and nationality groups.[1]

The modified form of the Bogardus Social Distance Scale administered under this experiment may be found in the Appendix.

The children were given answer sheets prior to the administration of the scale and were requested to circle "Yes" or "No" to a series of questions about ethnic groups. The questions were read to the pupils. The answer sheets were not signed by the children but grade level designations were requested.

The questionnaires were designed to measure attitudes about 14 different ethnic groups. When the surveys were tabulated, the data were recorded only for the country or countries studied at each grade level. Since every pupil

participated in the Black Studies Program, data for Blacks were tabulated for every pupil.

In tabulating the survey sheets, if a pupil circled "Yes" three or more times for a particular ethnic group, his response was counted as a positive one and entered in the "Yes" column. If a pupil circled "No" three or more times for a particular ethnic group, his response was considered negative and entered in the "No" column. Two by two statistical tables for chi-square computations were prepared for each country studied. The horizontal rows were designated "Pretest" and "Posttest" and the vertical columns were designated "Yes" and "No" meaning the pupils' had positive racial attitudes toward the group or negative racial attitudes.

In addition, pupils were questioned about the desirability of allowing the ethnic group to live permanently in the United States, visit only, or not be permitted in the United States at any time. These options were scored as "Live," "Visit" or "Keep out" by the pupils. This portion of the testing instrument was interpreted separately, to act as a check on the responses of the pupils. To simplify referral to this section of the test instrument in the interpretation of the results, the letters "LVK" will be used. Data for the "LVK" section of the test instrument appears in the Appendix.

Statistical analysis of the results of the experiment indicates there were significant positive changes in pupils'

racial attitudes for the majority of the countries studied, which could be attributed to the effects of the program. The .05 level of confidence was accepted as the level of significance for the study. Analysis was conducted for fifteen groups; attitudes were changed in positive directions for all fifteen but the results were statistically significant for nine. The data are summarized in Tables 1 and 2. Statistical Package for the Social Sciences (SPSS) was used for computations; results are included in the Appendix.

First Grade, Puerto Rico

In the pretest, 61.9% of the first grade children tested had positive racial feelings toward Puerto Ricans and 38.1% had negative racial feelings. In the posttest, 100% of the children indicated positive feelings toward the group. These figures are in agreement with the "LVK" section of the test instrument in which 38.1% of the pupils wanted to keep Puerto Ricans out of the United States entirely in the pretest and no pupils desired to do this in the posttest. In the pretest, 19% would permit Puerto Ricans to live in the United States and in the posttest this figure was increased to 86.4%, indicating more positive attitudes toward Puerto Ricans. These results were statistically significant.

Second Grade, Norway

In the pretest, 49.3% of the children in the second grade had positive attitudes toward Norwegians and 50.7% had

TABLE 1

PUPILS ACCEPTANCE OF COUNTRIES

| | Pretest | | | Posttest | | | Signif- |
|---|---|---|---|---|---|---|---|
| | No | Yes | Total | No | Yes | Total | icant |
| Grade 1 | 8 | 13 | 21 | 0 | 22 | 22 | Yes |
| Puerto Rico | 38.1 | 61.9 | | 0 | 100 | | |
| Grade 2 | 36 | 35 | 71 | 6 | 63 | 69 | Yes |
| Norway | 50.7 | 49.3 | | 8.7 | 91.3 | | |
| Grade 3 | 15 | 40 | 55 | 4 | 51 | 55 | Yes |
| N.A. Indians | 27.3 | 72.7 | | 7.3 | 92.7 | | |
| Grade 3 | 5 | 50 | 55 | 3 | 52 | 55 | No |
| Hawaii | 9.1 | 90.9 | | 5.5 | 94.5 | | |
| Grade 3 | 21 | 33 | 55 | 6 | 49 | 55 | Yes |
| Thailand | 38.9 | 61.1 | | 10.9 | 89.1 | | |
| Grade 5 | 13 | 51 | 64 | 8 | 52 | 60 | No |
| C. America | 20.3 | 79.7 | | 13.3 | 86.7 | | |
| Grade 5 | 19 | 45 | 64 | 5 | 55 | 60 | Yes |
| Mexico | 29.7 | 70.3 | | 8.3 | 91.7 | | |
| Grade 5 | 12 | 52 | 64 | 4 | 56 | 60 | No |
| Canada | 18.8 | 81.3 | | 6.7 | 93.3 | | |
| Grade 5 | 26 | 38 | 64 | 14 | 46 | 60 | No |
| S. America | 40.6 | 59.4 | | 23.3 | 76.7 | | |
| Grade 5 | 24 | 40 | 64 | 9 | 5.1 | 60 | Yes |
| W. Indies | 37.5 | 62.5 | | 15.0 | 85.0 | | |

Note: This table should be read as follows: When first grade pupils were questioned about their attitudes toward Puerto Ricans before the study began, 38.1% had negative attitudes and 61.9% had positive attitudes toward Puerto Ricans. When they were questioned at the completion of the study, 100% of the pupils had positive attitudes toward Puerto Ricans. Correlation statistics indicate the change was significant and not due to chance; similar results could be expected in 95 out of 100 studies at the first grade level.

negative attitudes. In the posttest almost all of the students tested (91.3%) had positive attitudes and only 8.7% had negative attitudes. The "LVK" section of the scale supports the attitude changes and indicates 35.2% of the second graders wanted to keep Norwegians out of the country completely in the pretest while the figure was reduced to 11.6% of the students in the posttest. These results were statistically significant.

Third Grade, North American Indians

Responses from third grade pupils indicated 72.7% of the pupils had positive racial attitudes toward North American Indians when the experiment began and the number increased to 92.7% when the experiment was completed. Only 7.3% of the third graders had negative attitudes when the program ended. Responses on the two sections of the measurement scale do not support each other for this grade level. Responses on the "LVK" section indicate attitudes became more positive, but the changes were not sufficient to be statistically significant. In the pretest, 74.5% of the pupils would allow the group to live in the United States and in the posttest this figure was only 80%. The change was even smaller in the "Keep Out" category: 9.1% of the pupils desired to keep North American Indians out of the United States completely and 5.5% in the posttest.

Third Grade, Hawaii

Racial attitudes of third graders were already very positive toward Hawaiians on the pretest and 90.9% of the children indicated acceptance of the group. In the posttest, 94.5% recorded positive feelings. Even though there was a positive change in attitudes, the results cannot be considered statistically significant, probably because of the extremely high acceptance of Hawaiians in the pretest. This was the highest recorded acceptance of any group on the pretest. Television programs with Hawaii as the setting may have influenced attitudes of the students. In the "LVK" section, 16.4% of the respondents wanted to keep Hawaiians out of the United Statees on the pretest and only 1.8% expressed this attitude on the posttest.

Third Grade, Thailand

Positive attitudes toward the Thai people were expressed by 61.1% of the third grade pupils on the pretest and increased to 89.1% on the posttest. Approximately 11% (10.9) of the pupils expressed negative feelings toward this country on the posttest. These results were supported in the "LVK" section of the scale when 14.8% of the pupils indicated they would keep people from Thailand out of the United States on the pretest and this number was reduced to only 7.3% on the posttest. These results were statistically significant.

Fifth Grade, Central America

When tabulating the pretest attitudes of the fifth grade pupils toward Central America, almost 80% (79.7%) indicated positive attitudes toward the country. This was a rather high pretest percentage and increased only about 7% to 86.7% on the posttest. The small increase in positive attitudes was not enough to be considered statistically significant for this group. Results in the "LVK" section could not be considered significant as no children expressed the desire to keep Central Americans out of the United States either on the pretest or on the posttest. It is difficult to explain the high positive attitude toward Central America by the pupils on the pretest. Perhaps something had occurred in the classroom, unknown to the researcher, to effect the pupils' attitude toward this country.

Fifth Grade, Mexico

The fifth grade pupils' positive attitudes toward Mexico increased from 70.3% on the pretest to 91.7% on the posttest and negative attitudes were reduced from 29.7% on the pretest to 8.3% on the posttest. These changes were supported by the "LVK" section of the test instrument when only 1.7% of the pupils indicated they would not admit Mexicans to the United States on the posttest. This was a reduction from 12.5% of the pupils who stated they would keep Mexicans out of the United States entirely on the pretest. These results were statistically significant.

Fifth Grade, Canada

The results of the fifth-grade pupils' attitudinal changes toward Canada cannot be considered statistically signficant even though there was an increase in the number of pupils who had positive attitudes toward the country. Again the high percentage of pupils with favorable attitudes on the pretest undoubtably contributed to this lack of significance. On the pretest 81.3% of the pupils indicated positive feelings toward Canada; on the posttest, this increased to 93.3%. On the posttest, only 6.7% of the subjects held negative attitudes toward Canada. This is among the lower posttest scores. The fact that Canada is an immediate neighbor of the United States and some of the pupils may have visited Canada may have influenced the high pretest scores. In the "LVK" section, the number of pupils expressing a desire to keep Canadians out of the United States decreased from 3.1% (pretest) to 1.7% (posttest).

Fifth Grade, South America

The pretest scores of fifth grade children toward South America indicated 59.4% of the pupils had positive attitudes and the percentage was increased to 76.7% of the pupils with positive attitudes on the posttest. The "LVK" section indicated that 15.6% of the pupils wanted to keep South Americans out of the United States on the pretest and this number was reduced to only 5% of the pupils desiring to

keep South Americans out of the United States on the posttest. These results were not statistically significant on either section of the test, although they do indicate a change to more positive attitudes by the pupils.

Fifth Grade, West Indies

On the pretest, 37.5% of the fifth-grade children indicated negative attitudes toward persons from the West Indies and the number was reduced to 15% of the pupils on the posttest. Positive attitudes were recorded on the posttest by 85% of the pupils; this was increased from 62.5% of the pretest. The "LVK" section supported these results when 14.1% of the pupils agreed to keep West Indians out of the United States on the pretest but only 5% of the pupils wanted to do so on the posttest. These results were statistically significant.

Black Studies Program Results for All Grades

Attitudes toward Blacks became more positive at all grade levels as evidenced by the posttest data summarized in Table 2. Pretest scores for the first- and fifth-grade pupils were high and the increased scores on the posttest were not sufficient to make the results statistically significant. Positive attitude changes toward Blacks were considered statistically significant in grades two, three and four. First-grade pupils' positive attitudes toward Blacks increased from

33.3% on the pretest to 54.5% on the posttest. Second grade increased from 23.9% (pretest) to 50.7% (posttest); third grade increased from 20% (pretest) to 60% (posttest); fourth grade increased from 38.7% (pretest) to 57.1% (posttest); fifth grade increased from 42.2% (pretest) to 55.0% (posttest).

When posttest scores on Tables 1 and 2 are compared, it is apparent positive attitudes toward foreign countries are much higher than toward Blacks. The highest positive attitude percentage toward Blacks was 60% (third grade) while the highest positive attitude toward foreign countries was 100% (first grade, Puerto Rico). Positive attitudes toward Blacks ranged from 50.7% (second grade) to 60% (third grade), a range of almost 10 points. Positive attitudes toward foreign countries ranged from 76.7% (fifth grade, South America) to 100% (first grade, Puerto Rico) a range of almost 25 points.

At the completion of the study, approximately 50% of the pupils had positive attitudes toward Blacks while approximately 90% of the pupils had positive feelings toward the foreign countries.

Possible explanation for the differences might be found in the method of presentation of information during the study. The classroom teachers were responsible for the foreign countries presentations and the work was concentrated in short periods of time with the classroom teachers directing

TABLE 2

PUPILS ACCEPTANCE OF BLACKS

| | Pretest | | | Posttest | | | |
|---|---|---|---|---|---|---|---|
| | No | Yes | Total | No | Yes | Total | Significant |
| Grade 1 | 14<br>66.7 | 7<br>33.3 | 21 | 10<br>45.5 | 12<br>54.5 | 22 | No |
| Grade 2 | 54<br>76.1 | 17<br>23.9 | 71 | 34<br>49.3 | 35<br>50.7 | 69 | Yes |
| Grade 3 | 44<br>80.0 | 11<br>20.0 | 55 | 22<br>40.0 | 33<br>60.0 | 55 | Yes |
| Grade 4 | 46<br>61.3 | 29<br>38.7 | 75 | 30<br>42.9 | 40<br>57.1 | 70 | Yes |
| Grade 5 | 37<br>57.8 | 27<br>42.2 | 64 | 27<br>45.0 | 33<br>55.0 | 60 | No |

Note: This table should be read as follows: When first-grade pupils were questioned about their attitudes toward Blacks before the study began, 66.7% had negative attitudes and 33.3% had positive attitudes toward Blacks. When they were questioned at the completion of the study, 45.5% of the pupils had negative attitudes toward Blacks and 54.5% had positive attitudes. Correlation statistics indicate the change was not significant.

the activities and discussions. The media center staff was responsible for the Black Studies program and the information was presented in brief segments throughout the entire year. Classroom teachers did discuss the Black culture programs with their pupils, but their direct personal involvement in the presentation may have influenced the quality of the discussions and their personal commitments to the program.

## Summary of the Findings

This research study hypothesized that the racial attitudes of elementary school pupils toward certain countries and cultures would become more positive after exposure to a social studies curriculum which was enriched with reading of literature and special acitivities presenting the countries in a favorable manner. Attitudinal data were collected for fifteen countries or cultures; ten countries were studied at different grade levels and all pupils participated in the Black culture program. Attitudes became more positive for all countries and cultures studied, but the changes were statistically significant for nine. Those countries or cultures for which the positive attitude change was statistically significant include Puerto Rico (first grade) Norway (second grade), North American Indians and Thailand (third grade), Mexico and West Indies (fifth grade) and Blacks (second, third and fourth grades).

Summary

A modification of the Bogardus Social Distance Scale was administered to all pupils (pretest and posttest) to determine racial attitude changes. The scale was administered by the members of the media center staff. Statistical data were tabulated and interpreted for fifteen different countries or groups at five different grade levels during the experiment. Data were interpreted for attitudinal change of first-grade pupils for Puerto Rico; second graders, Norway; third-grade children, North American Indians, Hawaii, and Thailand; fifth-grade pupils, Central America, Mexico, Canada, South America and the West Indies; and all grade-level pupils, Black Studies Program. Attitudes were changed in positive directions for all fifteen experimental groups but the results were statistically significant for nine. Results were statistically significant for Puerto Rico, Norway, North American Indians, Thailand, Mexico, West Indies, and Blacks (second, third and fourth grades). The .05 level of confidence was accepted as the level of significance for the study, that is the statistical confidence that these results could be repeated is 95 out of 100 cases. The changes in attitudes reported in the experiment were not due strictly to chance and one important factor in the changes was the effect of reading literary selections which presented the countries and cultures favorably.

# NOTES

## CHAPTER IV

[1]Donald T. Campbell, "Bogardus Social Distance Scale," cited in Oscar Buros, Fourth Mental Measurement Yearbook (Highland Park, New Jersey: Gryphon Press, 1953), 150, 152.

# CHAPTER V

# NONSTATISTICAL DATA ANALYSIS AND FINAL CONCLUSIONS

## Review of Experiment

This study was designed to change the racial attitudes of elementary school pupils through the reading of selected works of literature and media center activities. The research hypothesized that by exposing the pupils to a social studies curriculum enriched with reading materials and special activities which portrayed specific foreign countries and cultures in a favorable manner, the pupils' attitudes toward those countries and cultures would become more positive.

The foreign countries and cultures selected for the experiment were those designated in the social studies curriculum. Included in the study were: Puerto Rico, first grade; Norway, second grade; North American Indians, Hawaii, and Thailand, third grade; Central America, Mexico, Canada, South America and the West Indies, fifth grade. A Black Studies program was written for the experiment and pupils in all grades participated. Fourth-grade children were included in the Black Studies research but did not study a foreign country. The social studies curriculum for the fourth grade is devoted to the study of the state of Illinois.

The study was conducted during an entire school year with all pupils using a variety of media throughout the experiment. Books, magazines, pictures, filmstrips, film loops, cassettes, records, transparencies and slides provided the information on the countries studied. Materials for the study were purchased with a Right to Read grant. Special programs, workshops and exhibits for the pupils, parents and teachers were held during the study.

The Bogardus Social Distance Scale in a modified form was administered to all pupils at the beginning and at the completion of the experiment to measure changes in racial attitudes which may have resulted from the program. Test results indicated there were positive attitudinal changes toward all fifteen countries and cultures considered during the study and there were statistically significant positive changes in racial attitudes toward nine of the groups. Significant changes were recorded by Puerto Rico, Norway, Thailand, Mexico, West Indies and Blacks, second, third and fourth grades.

Nonstatistical Data Analysis

The learning activities and special programs scheduled to change racial attitudes during the experimental year were exciting for the pupils, parents, teachers and administrative personnel of Ball School. The faculty were able to maintain

a high degree of dedication and enthusiasm throughout the entire study because each member had contributed to the program and was anxious for the study to succeed. The social studies curriculum for the school district was the foundation for the study but the teachers implemented and augmented the curriculum, using the interpersonal relationships of the classrooms, community resources and the new media center materials to make the program alive for every pupil. The faculty felt united and truly special when they received the Right to Read grant for the program; this feeling continued throughout the year and contributed to the zeal with which the teachers executed the activities.

Parents, pupils and faculty were elated over the quality, quantity and variety of new materials added to the media center collection for the research. The $5,000 grant awarded for the Right to Read program added to the media center collection 700 books, 100 filmstrips and cassettes, 195 slides, 5 posters, 69 view-master reels, 25 records, 8 film loops, 6 reading kits, 12 sets of flat pictures, 8 sets of transparencies and 5 new magazine subscriptions. With the new materials it was possible to find information on social studies and related topics at all reading levels.

The Right to Read proposal was the initial entry of the district in a state-funded competition and winning over

larger, more prestigious schools are gratifying. Visitors came to observe the program in action, administrative personnel gave talks on the program at professional meetings, special activities were televised on the local television channel and newspaper reports and pictures of the program appeared almost weekly in the local paper.

Faculty members felt the need for more adult personnel to assist with the additional activities of the program, and a parent volunteer group was formed under the direction of the Parent Teacher Association. Prior to the program, mothers helped some individual teachers but during the research study, the volunteer group became a positive force in the school. Directed by a member of the PTA, adults were scheduled to assist teachers in the classrooms and in the media center on a regular basis. Training sessions were conducted for the volunteers and a variety of assignments were available and filled according to the qualifications and desires of the volunteers.

Parents were in the school building more during the program and became aware of the work being done by pupils and teachers. Special exhibits and displays were set-up in classrooms and the media center by the pupils and parents were invited to view them. The school became a center of interest which parents visited frequently.

Weaknesses in the Study

The factors jeopardizing the internal validity of various experimental designs, discussed by Campbell and Stanley, may have influenced the results of this research. History, maturation, sample size, testing, instrumentation and experimental mortality must be considered. Events may have occurred between the pretest in September and the post-test in May which influenced the results; the children were nine months older at the conclusion of the study; most of the pupils were aware that the study was to change their attitudes in positive directions and may have recorded answers they knew were desired; the individuals administering the tests were accepted and liked by the pupils and, again, the pupils may have given answers they felt were wanted by the test administrators; children left school and new children entered during the experiment and while the total number of respondents may have remainded the same, the individuals changed. All of these must be considered as weaknesses in the study.

Results indicated reading of literature did change the racial attitudes of the pupils in positive directions and the majority of the changes were statistically significant; but how does one separate the changes made solely from reading literature? Pupils and teachers were interacting

constantly during the research study. This experiment makes no allowances for the effects of the classroom teachers on pupils' attitudes. What effects did families, peers, other media have on attitudes? The pupils were influenced by other factors in addition to the reading done at school. And if attitudes were changed, were the changes long-lasting? Delayed posttests were not administered. Results from the delayed tests would add needed information to the effectiveness of the program.

Implications for Future Research

With the need for multicultural understanding, it is hoped research will continue. Researchers may want to analyze content of books and study the effects of specific books on racial attitudes. Children of different ages, racial backgrounds, socio-economic status and locations may be investigated to determine the effects of different media (film, filmstrips, pictures, etc.) on racial attitudes. Longitudinal studies to determine when attitude changes by reading literature occur and how long the changes last, could be conducted. The effects of Black and White researchers on reading attitude changes could be studied. Finally, since classroom teachers are so vital to the changing of attitudes, detailed study of the teachers' own racial

attitudes and their effects on the pupils could provide additional information on the subject.

## Final Conclusions

The experiment was designed to change the racial attitudes of elementary school pupils through the reading of selected works of literature. Exposing the pupils to a social studies curriculum enriched with reading of literature and media center activities which portrayed specific foreign countries and cultures in a favorable manner, did make the pupils' racial attitudes toward those countries and cultures more positive. There were positive attitudinal changes toward all countries considered during the study and there were statistically significant positive changes in racial attitudes toward a majority of the groups. The study gave teachers and pupils an opportunity to explore their feelings and values about other cultures in greater depth. Faculty morale was heightened by the program and parent interest and participation in school activities increased. The school and the experiment became visible elements in the community during the study year. All of these are important results from the experiment, but perhaps the most important is the effect the program had on the classroom teachers, who will remain in the school and, hopefully, will continue to improve the program for future pupils.

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# APPENDIX

Questions to be asked for Social Distance Scale instrument

1. Would you want someone from (country i.e. Puerto Rico) to be a member of your family, such as an aunt or uncle or brother in law or sister in law? If you would circle, "Yes" on your sheet if you would not circle "No."

2. Would you want someone from (country) to play with you and the other children in your neighborhood? Circle "Yes" or "No."

3. Would you want someone from (country) in your school? Circle "Yes" or "No."

4. Would you want someone from (country) in your classroom? Circle "Yes" or "No."

5. Would you want someone from (country) to live in the house right next door to you? Circle "Yes" or "No."

6. If someone from (country) want to come to the United States, would you be willing to let them live here forever, visit for a time, or would you want to keep them out of this country completely? Circle "L" for "Live" if you would be willing to let them live in this country. Circle "V" for "Visit" if you would be willing to let them visit for a time. Circle "K" for "Keep put" if you would want to keep them out of the country completely.

Grade _____ Student Response Sheet

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Puerto Ricans | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 2. | Norwegians | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 3. | North American Indians | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 4. | Hawaiians | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 5. | French | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 6. | Thailanders | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 7. | English | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 8. | American Negroes | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 9. | Central Americans | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 10. | Japanese | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 11. | Mexicans | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 12. | South Americans | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 13. | West Indians (Caribbeans) | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |
| 14. | Canadians | Yes | No | Yes | No | Yes | No | Yes | No | L | V | K |